

**Module 3: Personnel and Employment: School Systems - 2013**

What are the knowledge, skills and dispositions that drive successful school leadership in relation to personnel and employment?

This module provides you with the means to appreciate how personnel and employment administration systems operate and explores the way personnel systems support student achievement.

* We hope this module provides an anchor for your expanding knowledge and understanding of Personnel and Employment processes in schools. This anchor is an important part of your growing Principal’s filing and retrieval systems. At the same time it will help you recognise and apply leadership skills while developing a disposition that successfully leads personnel to strengthen student achievement.
* This set of links and connections will not cover all aspects of this huge theme. Recognise you will need to look for more as you step up and become a principal and then maintain a keen learning approach as personnel matters are constantly changing. (Check two summary documents about Learning for the Principal’s Roles – these are linked from the **Multi-faceted Role of the Principal & the VLN** page in **NAPP 2013 in My Portfolio** – [Multi-faceted Role of the Principal and Self-managed learning for the Principals Role](http://myportfolio.school.nz/group/napp-2013/multi-faceted-role-of-principal))
* As a leader of one of the bigger businesses in your town, district or suburb recognise you are building up knowledge, skills and dispositions that would in many equivalent private businesses of similar size be supported by a Human Resources Department. (Developing “find again” skills and systems is an essential part of this module along with developing strong networks linking you to “walking Wikipedia” with Personnel and Employment expertise.)

**Leading Personnel and Employment in Kiwi Schools**

This module has four sections. Regard them as being overlapping and intertwined.

1. **Leadership of Personnel in Our Kiwi Context** – what are the expectations and rationale? Confirming dispositions...
2. **Staffing/Personnel Administrative systems** – appointments, collective and individual agreements, legalities...
3. **Leading Staff Action and Performance for Achievement** – induction, appraisal, team development, communication and interaction, principal’s appraisal...
4. **Leading Staff learning for Achievement** – provisionally registered teachers, professional learning, leading learning communities...

**Work through this file and ensure you keep it along with notes and reflections on aspects of it and all associated links to sources of information in the Personnel & Employment part of your Principals file. Keep a duplicate copy stored separately from your computer. This file must be accessible when you change schools. A website called Dropbox offers free storage of up to two gigabytes out there in the clouds – this system can be set to automatically update any file you work on and then you can access it from anywhere on any computer.** (Still do a manual backup from time to time though.)

### Self-Managed Contributions to Korero in the VLN and My Portfolio

**Use the file and your principal as sources of information and ideas when dealing with these Korero**

* Akonga are required to complete 4 posts in online korero related to this Module. At least 2 posts will be in the topic designated for your PLG
* Discussion on Kōrero 9 takes place in PLG's first - PLG's have until **August 25** to complete discussion and summarise findings and then place them into the VLN Kōrero 9.
* **Note Special Focus Kōrero:** You can opt into the Focus Korero X and/or Y if you have a particular interest in exploring a theme in depth and providing numerous posts. Sign up with a post in the Focus Korero of your choice.
* Full details of all discussion tasks are available at the end of this document and in the Korero in 2013 Module 3: Personnel & Employment on the VLN.
* **Discussion Tasks**

**Korero 9:** Selecting New Staff and Building Strong Teams – each PLG to discuss in My Portfolio

**Korero 10:** Complaints about Staff Members – in the VLN

**Korero 11**: Effective functional and Interpersonal Relationships – in the VLN

**Korero 12**: Principals Appraisal – in the VLN

**Korero 13**: Our Personnel and Employment Questions – in the VLN

**Focus Kōrero X:**

**Hall -** [**http://www.educationalleaders.govt.nz/Culture/Developing-leaders/What-Ought-I-to-Do-All-Things-Considered-An-Approach-to-the-Exploration-of-Ethical-Problems-by-Teachers**](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/What-Ought-I-to-Do-All-Things-Considered-An-Approach-to-the-Exploration-of-Ethical-Problems-by-Teachers)

## Leadership of Personnel in Our Kiwi Context



**Confirming Dispositions**

Our school systems operate in human contexts that reflect the nature and expectations of Kiwi life and culture. During the past five years the manner and style of Kiwi school leadership has been summarised to provide us with clarity and focus as we consider how school leadership operates and evolves.

**Kiwi Leadership for Principals** and **Tū Rangatira** – **Maori Medium Educational Leadership** provide us with clear descriptions of the expectations regarding leadership of school personnel. These in turn provide us with the shape of the dispositions adopted by our tumuaki (principals).

e.g. [Kiwi Leadership for Principals](http://www.educationalleaders.govt.nz/Leadership-development/Other-professional-information/Kiwi-leadership-for-principals/Areas-of-practice) pp19-23 – as you read [Principal Leadership Activities](http://www.educationalleaders.govt.nz/Leadership-development/Other-professional-information/Kiwi-leadership-for-principals/Key-principal-leadership-activities) and [Areas of Practice](http://www.educationalleaders.govt.nz/Leadership-development/Other-professional-information/Kiwi-leadership-for-principals/Areas-of-practice) note all the references to leadership of staff. Then take each sub-heading, such as Pedagogy, and reflect upon the many pointers to effective leadership of staff.

e.g. [Tū Rangatira](http://www.educationalleaders.govt.nz/Leadership-development/Other-professional-information/Tu-rangatira-English) – pp 20-39 Read the **Leadership Roles and Areas of Practice** – Use your personal copy to read and note all the references to leading staff effectively and the focus areas they relate to such as Mana Tangata, Mana Wairua and Mana Ā-Kura.

[**School Leadership and Student Outcomes: Identifying What Works and Why**](http://www.educationcounts.govt.nz/publications/series/2515/60169/60170) **– Use pp182-199 to** appreciate the importance of Building Relational Trust and in carrying out Open to Learning Conversations when engaged in personnel interactions.

These three summaries provide the foundation for sound practice in leadership of school personnel.

[**School Employment – MOE Regulations and Requirements**](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment.aspx) **–** thisrecently developed aggregation of MOE materials and sources provides all principals with the in depth details to grow their appreciation of personnel and employment processes in state schools.

This aggregation must be only one or two clicks away on a principal’s computer! As you work through other parts of this file you will be referring back to many parts of it.

## Staffing/Personnel Administrative Systems



Use this section to provide yourself with connection to MOE regulations, legal requirements related to employment, and the administration of employment processes.

**Treat it as an introduction to what is a vast pool of information –** **focus on being able to access and then re-access the sources and understand them fully over time. Do not try to remember everything.**

* Refer back to your School Resourcing file and note that you already have several links to staffing and personnel regulations. ([Chapter 2 School Staffing in the Funding, Staffing and Allowances Handbook](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2.aspx) spells out MOE staffing regulations. These regulations will be reflected in the MOE staffing information sent to your school.)
* Check you can understand how your own school is staffed – your principal will no doubt help.
* Check you understand how in Term 3 each year the MOE provides specific information about teacher staffing for the following year: [Provisional Staffing Round](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/ResourcingHandbook/Chapter2/TheProvisionalStaffingRound.aspx)
* Check the [Administration Links](http://www.educationalleaders.govt.nz/Managing-your-school/Administration-links) page and NAG 3 in particular for the essential links related to [Personnel and Employment](http://www.educationalleaders.govt.nz/Managing-your-school/Administration-links).
* [School Employment – responsibilities and guidelines to best employment practice](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers.aspx) – MOE
* [Understanding School Employment](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Understanding-school-employment) is worth studying. Not unexpectedly the details related to employment change frequently and you need to have a ready means to pick these up. However get the broad picture and principles of leading school employment sorted then become aware of how and where to check the details thoroughly if required.

* + The payroll details are now at [Novopay](http://www.novopay.govt.nz/default.aspx) – the [A-Z of Payroll](http://www.novopay.govt.nz/Site/Tools_to_help_you/A-Z-of-Payroll/Default.aspx) is worth noting. [Legislation related to employment – see the actual laws](http://www.novopay.govt.nz/Site/Best_Practice/Legislation.aspx) . Regardless of who is the MOE Payroll agent there will be a lot of information flow and the expectation of strong online links between each school and the payroll service. Managing these links is series of crucial tasks and ideally principals need to have a clear idea of what is going on without having to be embedded in the details.
  + [Appointing Staff](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Understanding-school-employment#eztoc8877_0_3) – Become familiar with the appointment of staff steps and in particular use the [School Trustees Association guide and templates](http://www.nzsta.org.nz/board-as-employers/appointment-process/) to assist in getting procedures and legalities right. Over the years there will be changes in employment law so keep up to date. Look through the templates in detail – first time principals report these templates save them huge amounts of time.
  + Become aware of [collective agreements](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/EmployingStaff/IndexCollectiveAgreements.aspx) and [individual agreements](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/EmployingStaff/IndexIEAs.aspx) that are well defined parts of school employment. How many of the collective agreements apply in your school? Check you can locate and interpret the latest online versions of them.
  + Understand [Banking Staffing](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/Resourcing/SchoolStaffing/BankingStaffing.aspx) (MOE) and [Banking Staffing (Novopay Forms](http://www.novopay.govt.nz/Site/Forms/ESP_Forms.aspx)). The News flows from Novopay and the MOE in 2013 point out significant variations through to March 31 2014.
  + Understand [Concurrence](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Understanding-school-employment#eztoc8877_0_4) and the relationship between BOT/MOE and legal requirements.
  + [Individual and team performance](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Understanding-school-employment#eztoc8877_0_5) – be familiar with the background to appraisal, review and links to school goals. (These are considered below as well.)
  + Reflect upon the scenarios offered within the Understanding School Employment document. (In the teal coloured frames.)
* [School Support Staff – Collectively Making Resources Count](http://www.educationalleaders.govt.nz/Managing-your-school/School-support-staff) provides some very useful reminders about the roles and issues related to the work of staff who are not teachers. Read the Executive summary and Recommendations at least – they are in the first 10 pages of the report.
* [Education and the Law](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law) – The numerous cases provide interesting examples and useful reminders about understanding the importance of working within the law. E.g. Fixed term appointments. Consider at least 10 different examples to start building that aspect of disposition that remembers the role of legal matters in employment.
* [Complaints about Employees](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Dealing-with-complaints) – What constitutes a complaint? What do principals do about them? What do you do about them in the context of your present job? E.g. [Discipline or behaviour issues outside school hours](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Students/Jurisdiction-out-of-school-hours) , [Principal Responsibilities – Stand downs and Suspensions,](http://www.educationalleaders.govt.nz/Problem-solving/Education-and-the-law/Students/Stand-down-and-suspension-responsibilities)
* [Health and Safety](http://www.minedu.govt.nz/NZEducation/EducationPolicies/Schools/SchoolOperations/HealthAndSafety/CreatingAHealthAndSafetyFrameworkForSchools.aspx) – MOE reference. Pay attention to Health and Safety and build this into staff and student practices. The MOE provides a lot of templates and explanation of what schools are expected to do.

## Leading Staff Action and Performance for Achievement



During the past 15 years there has been a strong trend towards confirming and ensuring staff in schools perform well and maintain an upward trend in performance in support of student achievement.

Teacher registration criteria have steadily evolved as appraisal and review have become natural parts of school life for all staff members and salary increments have become linked to performance criteria.

**Make sure you have a knowledge and skills foundation from which to work**

* [Registered Teacher Criteria](http://www.teacherscouncil.govt.nz/rtc/rtc.stm) - these criteria confirm expectations of teachers and clearly define the qualities we expect teachers to exhibit. What sort of evidence would you look for in relation to these criteria when making appointments?
* [Practising as a Teacher](http://www.teacherscouncil.govt.nz/practising-as-a-teacher) – follow the links to [Code of Ethics for Registered Teachers](http://archive.teacherscouncil.govt.nz/required/ethics/codeofethics.stm) , [Guideilnes for Induction of Provisionally Registered Teachers,](http://archive.teacherscouncil.govt.nz/prt/guidelineshomepage.stm) [Tātaiako: Cultural Competencies for Teachers of Māori Learners](http://archive.teacherscouncil.govt.nz/required/tataiako.stm), [Professional Learning and Development (Teachers Council)](http://www.teacherscouncil.govt.nz/content/professional-learning-and-development)
* [Ruia - Appraisal](http://appraisal.ruia.educationalleaders.govt.nz/) – a recently provided aggregation of requirements and case studies
* [**Teachers and Principals Job Descriptions**](http://www.principalskit.org.nz/job-descriptions-and-agreement/#Job%20Descriptions) **–** this section of the NZEI Principals Tool Kit provides a useful basis to review job descriptions and create new ones in both primary and secondary contexts. It makes excellent suggestions about how to review job descriptions and set specific goals for individuals.
* **Collective Agreements** spell out performance expectations – check you can find the relevant sections. Do not forget to check the details for Principals Appraisal.
* **School Policy/Procedure** – confirm you know and understand what has already been defined in your school – school employment policies and procedures should fit the MOE requirements and the employment law of New Zealand.

**Getting to Grips with Performance**

[**Ruia tools**](http://www.educationalleaders.govt.nz/Leading-change/Maori-education-success/Ruia-tools-appraisal-and-partnerships) **– appraisal in NZ now – legal requirements, registered teacher criteria**

[Tātaiako: Cultural Competencies for Teachers of Māori Learners.](http://appraisal.ruia.educationalleaders.govt.nz/Inquiry-cycle/Identifying-professional-learning-needs/What-to-use/Tataiako)

[Individual and Team Performance](http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Understanding-school-employment#eztoc8877_0_6) – in Understanding School Employment

[Leading Improved Staff Performance](http://www.educationalleaders.govt.nz/Managing-your-school/Managing-organisational-demands/Leading-improved-staff-performance) - there are a variety of sources here. One that provides the means to focus on and reflect about appraisal is [Key Features of Appraisal Effectiveness](http://www.educationalleaders.govt.nz/Managing-your-school/Managing-organisational-demands/Leading-improved-staff-performance/Key-Features-of-Appraisal-Effectiveness) by Eileen Piggott-Irvine.

Note on the same page the sabbatical report from Allan Pond summarising his survey of [Support Staff and Appraisal](http://www.educationalleaders.govt.nz/Managing-your-school/Managing-organisational-demands/Leading-improved-staff-performance/Key-Features-of-Appraisal-Effectiveness) - see the link on the right hand side.

[Appraisal to Improve Student Learning](http://www.educationalleaders.govt.nz/Leadership-development/Other-professional-information/Considering-principalship/NAPP-2010-hui-resources/Appraisal-to-Improve-Student-Learning-Powerpoint) - this PowerPoint was used at the 2010 NAPP Hui – very useful summary diagrams.

[A Matter of Performance](http://www.educationalleaders.govt.nz/Problem-solving/Leadership-dilemmas/A-matter-of-performance)  - working through the steps related to appraisal and the quality of teaching.

* Remember that implementation of the new curriculum and application of National Standards have provided strong platforms for the development of shared teaching practice and the steps to take to raise expectations of teachers and students – examples of MOE support of this process include;

[Establishing Shared Expectations](http://nzcurriculum.tki.org.nz/National-Standards/Professional-development/Professional-learning-modules/Establishing-shared-expectations)

[Self-review Tools](http://nzcurriculum.tki.org.nz/National-Standards/Self-review-tools) - there are numerous examples

[National Standards – Leadership Links](http://www.educationalleaders.govt.nz/Leading-change/National-standards)

* Check how support for [Provisionally Registered Teachers](http://archive.teacherscouncil.govt.nz/prt/guidelineshomepage.stm) works in your school. Does it meet the expectations of the New Zealand Teachers Council for teacher registration purposes?
* Play your part in [Maintaining the Quality of Teacher Practice](http://www.teacherscouncil.govt.nz/cac/index.stm) across the country – check you know where to look up “professional leaders” responsibilities in relation to conduct and competence. In particular identify where mandatory reporting to the Teachers Council is required.
* Make sure you are fully conversant with the appraisal and review processes in your school. This includes using them as part of considering school progress and reviewing the processes themselves to assess their effectiveness.

**Principals Performance**

The MOE spells out the regulatory requirements for performance reviews

* [Performance management in Schools](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/PerformanceManagement.aspx) – go down the page and follow the links to Professional Standards as defined in Collective Agreements.
* [Principals Performance Reviews/Management](http://www.nzsta.org.nz/board-as-employers/principal/principals-appraisal/) –The School Trustee’s Association has provided a set of resources that have relevance for both primary and secondary principals and their BOT’s.
* All links on this Principal Performance Review page are useful – get your head around the interrelationships between Professional Standards, Performance Agreement, and the Good Practice Framework. The Primary Principals Performance Review Guidelines contains on p26 useful points about how a Performance Agreement can be put together.
* NZEI Principals Kit contains [Developing Performance Agreements for Principals](http://www.principalskit.org.nz/job-descriptions-and-agreement/#Developing%20Performance%20Agreements%20for%20Principals)

## Leading Staff learning for Achievement



Professional learning has become firmly embedded across our schools. Deliberate strategies and planning underpin most staff learning so the learning is integrated into achievement plans. Commonly significant parts of staff learning system focus on MOE initiatives. E.g. Ka Hikitia, Te Kotahitanga, Literacy

A team or learning community approach underpins professional learning systems in most schools. These professional learning systems vary from school to school as does the principal’s role within them. This concept of school professional learning systems has grown out of the requirements defined broadly in the [National Achievement Guidelines – especially NAGs 1-3](http://www.minedu.govt.nz/theMinistry/EducationInNewZealand/EducationLegislation/TheNationalAdministrationGuidelinesNAGs.aspx#NAG8)

**Involve yourself in learning and thinking and over time reviewing these and other sources to identify the skills and knowledge you need to provide the leadership disposition required by a school’s professional learning system.**

*“Regard the process as not having an end because you will be leading an evolving system that changes as a result of community and MOE policy changes as well as changes driven by the turnover of teaching staff.”*

These are some of many sources and resources available through Educational Leaders and associated MOE websites.

* [Communications and Relationships in Professional Learning](http://instep.net.nz/communication_and_relationships) - pp117-147 **Ki te Aotūroa**. This section provides an excellent summary of “interactive professionalism”. Creating a shared vision, leaders in a culture of change, roles for the school leaders, and responsive communication are examples of the content.

[Ki te Aoturoa](http://instep.net.nz/)  provides the means to identify and use effective strategies for teachers’ professional learning.

* [Open to Learning Conversations](http://www.educationalleaders.govt.nz/Leadership-development/Leadership-programmes/First-time-principals-modules/Module-3) – a First Time Principals resource to help develop skills and appreciation of how to work through difficult interpersonal situations – by Professor Vivianne Robinson.
* [Leadership Learning: the Praxis of Dilemma Management](http://www.educationalleaders.govt.nz/Problem-solving/Leadership-dilemmas/Dilemma-management) – Carol Cardno

**Background and examples of engaging in Leading Learning Communities**

[**Educational Leadership in Action**](http://www.educationalleaders.govt.nz/Leading-change/Educational-leadership-in-action) – these are all New Zealand examples

[Leading Professional Learning](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-professional-learning) – there are more New Zealand examples here

[Best Practice: A Technocrats Dream](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-learning-communities/Best-Practice-A-Technocrat-s-Dream!) - Fink

[Building Trusting Relationships](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-learning-communities/Building-Trusting-Relationships-for-School-Improvement-Implications-for-Principals-and-Teachers) – Brewster & Railsback

[Culture Shift does not occur overnight](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-learning-communities/Culture-Shift-Doesn-t-Occur-Overnight-Or-Without-Conflict) – du Four

[Got a Minute](http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Leading-learning-communities/Got-a-Minute-Can-Instructional-Leadership-Exist-Despite-the-Reactive-Nature-of-the-Principalship) - Schacter

[Teacher Effectiveness](http://www.educationalleaders.govt.nz/Leadership-development/Leadership-programmes/First-time-principals-modules/Module-2) – an in-depth analysis and processes to apply in school –

**Looking Beyond Education: For Kōrero X**

[**The Progress Principle: Using Small Wins to Ignite Joy, Engagement and Creativity at Work**](http://www.progressprinciple.com/) by Amabile and Kramer provides us with specific guidance, advice and suggestions about the importance of the inner work life of individuals. This focus on how we feel about our work and the impact of those feelings on how effective we are has produced what the authors call the Progress Principle.

*Listen to* [*Theresa Amabile as she makes her TED talk*](http://www.youtube.com/watch?v=XD6N8bsjOEE) *during November 2011. This talk provides the insight we need to consider the value of the Progress Principle in schools.*

**Professional Standards & Ethics – for Kōrero Y**

In our world of fast moving and increasingly transparent communication the actions and behaviours of teachers and school leaders are increasingly likely to undergo scrutiny by the media, the community and others in the teaching profession.

This Kōrero provides the opportunity to reflect upon professional standards and ethical leadership in our schools.

The collection of links provides a start to your reflection and helps raise questions and thoughts about school leaders’ dispositions and skills when facing questions of standards and ethics.

[Geoff Lovegrove – Ethics and School Leadership – a Sabbatical Report](http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports/Report-archives-for-2007-2011/Primary-award-recipients-2011/Lovegrove-Geoff)

[Neil Dempster – The Ethical Development of Principals](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/The-Ethical-Development-of-School-Principals)

[Alan Hall – What Ought I Do, All Things considered?](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/What-Ought-I-to-Do-All-Things-Considered-An-Approach-to-the-Exploration-of-Ethical-Problems-by-Teachers)

[Patrick Duignan – Formation of Capable, Influential and Authentic Leaders for Times of Uncertainty](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/Formation-of-Capable-Influential-and-Authentic-Leaders-for-Times-of-Uncertainty)

[William Hill & Dorothy Zinsmeister – Becoming an Ethical Teacher](http://www.sagepub.com/upm-data/43586_14.pdf) – *this is part of a book related to tertiary teachers in the USA – introduces us to a diverse range of ethical issues.*

[Ethics Integrity and School Leadership](http://kivinen.files.wordpress.com/2012/04/ethics-integrity-and-school-leadership.pdf) – this set of slides provides some interesting lists and generalizations – I cannot confirm the credibility of the author although it could be of European origin.

[Links to professional standards](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/PerformanceManagement.aspx) – as defined in collective agreements

[Code of Ethics for Registered Teachers](http://archive.teacherscouncil.govt.nz/required/ethics/codeofethics.stm) – part of teacher registration.

## In Conclusion: What have you added to your disposition?

Personnel and Employment systems provide principals and BOTs with the clear need to recognise and follow these layers of legal requirement and expectation: the laws of New Zealand, MOE regulatory requirements, BOT policy, School Procedure and wrapped around all of these respect and obligations defined by the Treaty and the cultural fabric of New Zealand communities.

* Have you started to build a disposition to happily work with these layers of requirement?
* Have you started to build a global appreciation of personnel systems in our schools?
* Have you put in place a means for you to be in charge of continuing your own learning about leadership of personnel and employment systems that work for student achievement in our schools?

## Kōrero: Expected Postings in Module 3: Personnel and Employment

* All of the Kōrero are supported by resources listed in the module and many of the resources provide understandings across the intertwining aspects of personnel matters.
* Read consider and participate in VLN based Kōrero – at least 2 posts are required.
* Kōrero X & Y are for in-depth analysis of complex issues – they need 25-30 ākonga to explore and discuss the issues.

**Kōrero 9: Selecting New Staff, Building and Maintaining Strong Staff Teams**

**(This Kōrero is to take place in your PLG in My Portfolio. Summaries from each PLG are needed in Kōrero 9 in the VLN by August 25.**

How do you build and maintain an effective teaching team in a school?

What qualities that support Pasifika and Maori achievement should principals look for when new staff are being appointed?

**Korero 10: Complaints about staff performance**

**(Korero 10 is in Module 3:Personnel & Employment in the VLN)**

What aspects of school personnel systems knowledge does a principal need to be aware of when dealing with complaints? Why are they important?

What should principals do regarding complaints about staff performance and conduct? For a suggested action provide some details of how to carry it out.

**Korero 11: Effective functional and interpersonal relationships**

**(Korero 11 is in Module 3:Personnel & Employment in the VLN.)**

How do principals meet these expectations;

* “Actively lead and participate in professional learning with staff?
* Manage the delicate balance between supporting and challenging others?
* Encourage and participate in professional learning conversations that help teachers to share expertise and strategies to improve student learning?”

(From p14 in **Kiwi Leadership for Principals)**

**Korero 12: Principal Appraisal**

**(Korero is in the VLN Personnel & Employment Group)**

What does effective principal appraisal look like? What advice would you give a new principal starting to work through her/his first appraisal cycle?

**Korero 13: Our Personnel and Employment Questions**

This korero is for you provide questions about Personnel and Employment issues, problems and complexities. Pose questions or supply possible answers or solutions. What else do you want to know?

## Focus on Complex Personnel & Employment Matters: Kōrero X & Y

These two Kōrero provide the opportunity to consider in some depth themes that can easily be over looked in school personnel systems and processes.

The current review of NZ Teachers Council has placed a focus on Teaching as a Profession. Both of these themes offer school leaders the chance to focus on leadership of a profession and what this means in terms of in school professional relationships and ethical leadership and professional standards.

## Kōrero X: Focus on The Progress Principle

**Relationships and Interactions**

*So far this year both Akonga and Kaiarahi, have frequently referred to the importance of effective personal interactions and relationships between the principal and the staff and the students in a school. This focus targets the importance of making those interactions work so effective and enjoyable work is a natural part of the school working environment.*

**The Progress Principle: Using Small Wins to Ignite Joy, Engagement and Creativity at Work** by Amabile and Kramer provides us with specific guidance, advice and suggestions about the importance of the inner work life of individuals. This focus on how we feel about our work and the impact of those feelings on how effective we are has produced what the authors call the Progress Principle.

* *Listen to* [*Theresa Amabile as she makes her TED talk*](http://www.youtube.com/watch?v=XD6N8bsjOEE) *during November 2011. This talk provides the insight we need to consider the value of the Progress Principle in schools.*
* *Can we apply the Progress Principle to working in schools? How could it relate to the work of a classroom teacher? A middle leader? A Principal?*
* *How could you as a school leader use Amabile’s Progress Principle?*
* *What actions can/do school leaders take to be catalysts for enjoyable effective work by the staff team?*
* *What leadership actions have you observed that have been inhibitors to enjoyable effective work?*
* *How do you see school leadership consciously working through a process to ensure staff can enjoy the “progress principle” in their everyday action?*

## Kōrero Y: Professional Standards and Ethical Leadership

In our world of fast moving and increasingly transparent communication the actions and behaviours of teachers and school leaders are increasingly likely to undergo scrutiny by the media, the community and others in the teaching profession.

This Kōrero provides the opportunity to reflect upon professional standards and ethical leadership in our schools.

The collection of links provides a start to your reflection and helps raise questions and thoughts about school leaders’ dispositions and skills when facing questions of standards and ethics.

[Geoff Lovegrove – Ethics and School Leadership – a Sabbatical Report](http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports/Report-archives-for-2007-2011/Primary-award-recipients-2011/Lovegrove-Geoff)

[Neil Dempster – The Ethical Development of Principals](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/The-Ethical-Development-of-School-Principals)

[Alan Hall – What Ought I Do, All Things considered?](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/What-Ought-I-to-Do-All-Things-Considered-An-Approach-to-the-Exploration-of-Ethical-Problems-by-Teachers)

[Patrick Duignan – Formation of Capable, Influential and Authentic Leaders for Times of Uncertainty](http://www.educationalleaders.govt.nz/Culture/Developing-leaders/Formation-of-Capable-Influential-and-Authentic-Leaders-for-Times-of-Uncertainty)

[William Hill & Dorothy Zinsmeister – Becoming an Ethical Teacher](http://www.sagepub.com/upm-data/43586_14.pdf) – *this is part of book related to tertiary teachers in the USA – introduces us to a diverse range of ethical issues.*

[Ethics Integrity and School Leadership](http://kivinen.files.wordpress.com/2012/04/ethics-integrity-and-school-leadership.pdf) – this set of slides provides some interesting lists and generalizations – I cannot confirm the credibility of the author although it could be of European origin.

[Links to professional standards](http://www.minedu.govt.nz/NZEducation/EducationPolicies/SchoolEmployment/Employers/PerformanceManagement.aspx) – as defined in collective agreements

[Code of Ethics for Registered Teachers](http://archive.teacherscouncil.govt.nz/required/ethics/codeofethics.stm) – part of teacher registration.

**Kōrero Y: Ethics, Professional Standards and the Principal**

What thinking and reflection should principals engage in regarding ethics and professional standards?

Suggest leadership actions principals should take regularly regarding ethical behavior and professional standards?

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